Patterson High School

Teacher: Megan Nichols Lesson Date:

Subject: Government Unit Title: Civil Rights and Civil Liberties

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| **CLGs/SC Assessment Limits/Standards:** *(What are the skills being taught?)*  1.2.1 The student will analyze the impact of landmark **Supreme Court** decisions on governmental powers, rights, and responsibilities of **citizen**s in our changing society  1.2.1.c: Analyze how the Supreme Court decisions in *Plessy v. Ferguson* (1896) and *Brown v. Board of Education of Topeka* (1954) impacted the rights of individuals | | **Agenda:** *(What is the snapshot of my class flow?)* | |
| **Lesson Objective:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*  SWBAT analyze how *Brown v. Board of Education* overturned *Plessy v. Ferguson* by completing a vocabulary matching warm up, taking guided notes, participating in an act it out, creating a graphic representation of the Fourteenth amendment, and grading and analyzing their scores on an exit ticket. | | | |
| TIME | INSTRUCTIONAL SEQUENCE | |  |
| 5 mins | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  Students will complete the following vocabulary warm up; student choice is provided to differentiate; they **either** can match the terms **or** create 3 sentences using at least 3 different terms.   1. Segregation a. after slavery was outlawed 13th by the amendment, several   states adopted these in order to have racial segregation   1. 13th b. this amendment prohibits each government in the United   States from denying a citizen the [right to vote](http://en.wikipedia.org/wiki/Suffrage) based on  that citizen's "[race](http://en.wikipedia.org/wiki/Race_(classification_of_humans)" \o "Race (classification of humans)),[color](http://en.wikipedia.org/wiki/Colored), or previous condition of servitude"   1. 14th c. to unite or combine 2. 15th d. this amendment made slavery illegal in the United States 3. Jim Crowe Laws e. The separation or denied access of public facilities based on race 4. Integrate f. this amendment intended to provide all citizens equal protection   under the law, in every state   1. Violate g.to break, to treat disrespectfully | |  |
| 5 mins | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  HOWIS THIS POSSIBLE?Teacher will display two images on the board and ask students to explain how BOTH of these ideas were at one point justified by the Constitution.  http://t1.gstatic.com/images?q=tbn:ANd9GcQ5F562tKFMz5sUUPZO0-r2dcsH2tU3z6DCNmjgYTMY5JL3Zzw9AMeUuBuOCg  *Because the Constitution is a living document, it can be added to like we learned about yesterday with the 13th, 14th & 15th amendments. It also can be interpreted in different ways by the Supreme Court, and that is exactly what we are going to learn about today.* | |  |
| 12  mins | **Explore/Explain:** *(Explicit teaching/”I do”/modeling/teacher led.)*  Teacher will lead students to days key points using engaging PP presentation with images and guiding questions. Students will take notes in a table comparing the 2 court cases below:   |  |  | | --- | --- | | PROBLEM | GOVT. SOLUTIONS | | The Fourteenth  Amendment states  that all citizens have  **equal protection**  **under the law—BUT several states still had racist laws after the amendment was passed.** | In 1896, Homer Plessy, who was 1/8th Black, was riding in the “whites only” section of the train. When asked to move, he refused. He eventually took his case to the Supreme Court, who decided that “separate but equal” was okay, and that the train company had every right to ask Plessy to move.  🡪segregation legal under the Fourteenth Amendment  In 1954, Linda Brown and her family took the Board of Education for her local school district to court, saying that it was unfair that Linda had to walk further to a school for “colored” children than to the white school near her house. In Brown v. Board of education, the Supreme Court **overturned** (got rid of) the ruling in Plessy v. Ferguson, saying that it is not constitutional to separate people based  on race.  🡪segregation illegal under the Fourteenth Amendment | | |  |
| 10 mins | **Practice as Class:** (”We do”/guided practice/teacher involved.)  Cartoon application—students will use notes as a guide to fill in the cartoon for each court case. Students will have 5-7 minutes to complete the cartoon independently using the appropriate vocabulary from the boxes. Teacher will have model displayed on PP and will ask student volunteers to assist her in completing her own model. | |  |
| 15 mins | **Practice as Pairs/Groups:** *(“You do”/teacher monitors and facilitates.)*  Groups will be given two images and will answer the following questions posted on PP slide for each image:   1. *What do you see occurring in this picture?* 2. *Does this image represent the Supreme Court’s ruling in Plessy or Brown?* 3. *Add in a caption and thought bubbles to the image that relate the image to the ruling in the court case.*   http://score.rims.k12.ca.us/score_lessons/evolution_of_civilrights/images/separate.gifbrown  Teacher will lead students through share out by asking students to post their images at the front of the classroom. Teacher will read exemplar responses and CFU specifically on how Brown overturned Plessy. | |  |
| 20 mins | **Practice Alone**: *(“You do”/teacher monitors and facilitates.)*  Teacher will model how she created a tagxedo for the First amendment on PP slide. Students will then help teacher brainstorm list of words that come to mind for Fourteenth amendment under each court case. Teacher will record these on the board. Students will then complete their own “tagxedos” of the fourteenth on the attached graphic representations of the Fourteenth amendments under Plessy & Brown. | |  |
| 10 mins | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  Students will complete the attached exit ticket that mirrors the rigor of their Unit 2 summative exam. After completing the exit ticket, students will grade their work using the answer key posted on the board and track their mastery on the Unit 2 mastery board. | |  |
| 5  mins | **Closing Activities/Summary:** *(How will I tie up loose ends, reinforce the objective and connect the lesson to the unit?)*  Ball toss—why does this matter? + students will verbally tell teacher their professionalism points score for the day. | |  |
|  | **Enrichment/Extension/Reteaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)*  Homework: | |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*  PP slides, cartoon GO, print out of images, model tagexo, chart paper, markers, exit tickets, ball |
| **Notes:** |

# Post-Lesson

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| **Reflection:** |
| **Next Steps:** |